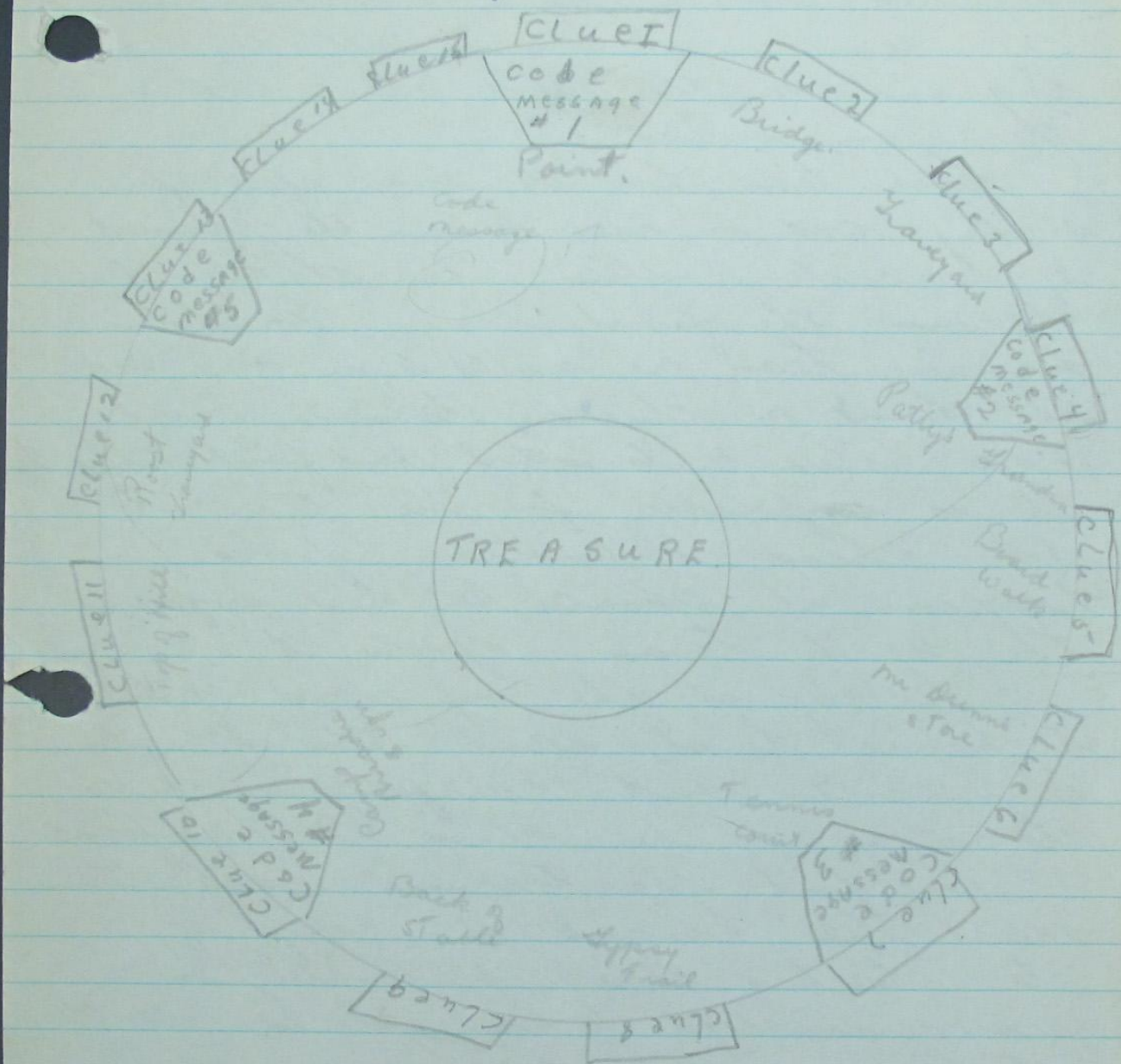


## Streamlining the Treasure Hunt.



This treasure hunt is for a large group. Here is shown a circle of clues which progresses clock wise with clues numbered 1-15. Each clue is a message which gives complete directions for finding the following clues. Each clue is arranged so that one can lead to another i.e. a complete circle is made.



By arranging a circle it is possible to start at any point, and have all the team run through all the clues, and end on the very clue with which the team started.

Each team has its own clue for starting and, in order to run the gamut of the circle of clues, the starting clue becomes the final clue. In this manner, team one would begin and end the hunt on clue one, team 2 would have clue 4 its initial and final clue, etc. It is impossible for one team to get ahead of another. If this happens it should be hid before the next team spots it.

Secrecy is the by word of the treasure hunt; each team operates in secret and carefully guards its copy of the clues it has found.

To find the treasure each team must be handed a copy of its starting clue, preferably in a sealed envelope to be opened at the starting signal. Team one is handed a copy of clue 1 which gives it the directions for locating clue 2. The location of clue 1, in the circle of clues, is unknown to them until the end of the hunt, because clue 15 is the clue that gives directions for locating clue 1. When this team reaches clue 15 & follows its directions the team will then find the original of the copy which was handed it to start the hunt.



1st Mary. Alice, Diana  
 Betty Ruby, Mary  
 Sally Mary Ann, Barbara Pally  
 Elizabeth

It is on this final clue that  
 the team are shunted from the  
 circle in the direction of the  
 treasure. This is accomplished by a  
 code message which, when decoded,  
 gives the necessary directions for  
 finding the treasure. Each team  
 has a different code message.  
 All codes read alike when decoded.  
 And give directions for finding the  
 treasure; but a separate key  
 is needed to decode each message.

At the start each team is given  
 its decoding key and a copy of its  
 1st clue. Team one labeled code 1

After continuing the circle the team  
 will find attached to clue 1 the  
 code message no. 1. With the  
 key the team can decode the  
 message and find the treasure if it  
 has not already been found.

After each message has been  
 found it should be put back  
 carefully in the place it was found.

- Treasure - camp
3. Graveyard
  6. Ma. Dunn's store.
  5. Board walk.
  1. Point
  7. Tennis court.
  8. Gypsy Trail.
  9. Back of stable.
  4. Pally's hand mill.
  2. Bridge.
  10. Treasure.

Clue 11

15 off

|       |   |
|-------|---|
| 1-e   | 6 |
| 4-2   | 5 |
| 0-f   | 9 |
| 7-3   | 4 |
| 7-3   | 3 |
| 5-5   | 3 |
| 5-e-H | 1 |
| 6-e-6 | 5 |
| 3-N-P | 5 |
|       | 4 |

152



# I Follow Water pipe.

|       |
|-------|
| L - 2 |
| W - A |
| Q - B |
| P - 5 |
| T - R |
| O - S |
| T - 6 |
| i - W |
| r - ? |
| e - P |

No I.

RS225A - AB6P? -  
5W5P

Clue No 2.

## Next and CISTERN No II Clue 5.

|       |
|-------|
| 2 - A |
| T - Y |
| N - 9 |
| d - C |
| i - S |
| S - B |
| A - 2 |
| r - f |
| C - X |

9ABY - 29C - X5BYAF9.

## Spill to Barrel No III Clue 8.

|       |
|-------|
| 1     |
| T - X |
| O - Y |
| T - 1 |
| u - R |
| S - 6 |
| H - m |
| A - 2 |
| 2 - 3 |
| 0 - 0 |

64R1m - 14 - 02XX31



Ideal situation for teaching child.

## Methods of Teaching of P. E.

Whole teaching situation  
Objectives - Health.  
Development.  
Character  
Reserve.

Character comes with doing activities  
with a good leader.

### Teaching Situation -

| Child           | Teacher              | Place                      | Activity       | Time        |
|-----------------|----------------------|----------------------------|----------------|-------------|
| Age             | Leadership           | Space <sup>out or in</sup> | Find Material  | Climate     |
| M & S. Ability  | Analyze              | Equipment                  | Selecting act. | Seasons.    |
| Background      | Efficient            | Maintenance                | Evaluation     | Organize    |
| Interest        | Health               | Buy equip.                 | Adaptation     | Instigation |
| Health          | Get job.             |                            | Organization   | Free play.  |
| Classify        | Interview            |                            | Interest       |             |
| I. Q.           | Letter writing, etc. |                            |                |             |
| Measure & Grade | Adaptability         |                            |                |             |
| Accomplished    | Teacher-load         |                            |                |             |
|                 | Salaries             |                            |                |             |
|                 | Types of position    |                            |                |             |

The Conduct of P. Act - Mabel Lee.  
Andy - Adelaide St.

### Evaluating Program.

Program  
Time spent.  
Staff.  
Equipment.



## Desirable Qualities of Teachers.

Utility.  
Enthusiasm.  
Optimism.  
Confidence.

} Built on Physical vigour.

Intelligence  
Voice  
Appearance.  
Balance & poise.

} largely inherited.

Endurance.  
Imagination.  
Humour.  
Gleeful.

}

Fairness  
Address  
Reserve.  
Good taste.  
Tact.  
Neatness.  
Orderliness.  
Accuracy.  
Sympathy.  
Tolerance  
Patience  
Sincerity

} Required.

} Capable of Development.

Likeability - sincerity.  
enthusiasm  
sympathy.

Adaptability - fairness  
reliability.  
scholarship  
Tact.



Qualities - appearance  
vitality  
poise.

personality  
Organizing ability.  
Leadership.  
Loyalty.  
Good sportsmanship.  
Teaching ability.  
Efficiency.  
Broad interests.  
Co-operation.

### Qualities of Teachers of Play.

Healthy body.  
Broad education.  
Able to meet all kinds of people.  
Imagination.  
Spirit of youth.

### Y. M. C. A. Qualities.

Engaging personality.  
Good record of moral character.  
Interest in people.  
Teaching ability of P. E.  
Clean personal habits.  
Executive ability.  
Good physique.  
Good medical exam.  
" English.  
Interest in P. E.



Rating  
Efficiency of a P.T. Teacher.

Personality & Character -

Leadership, initiative, refinement of manner.  
Neatness, loyalty, accuracy, alertness, honesty,  
industry, judgement, self-control, self-  
direction, sense of humour, social  
adaptability, sportsmanship tact.

Physical Fitness -

General physical appearance. Posture.  
" state of health. Organic defects.  
Good vision, hearing, teeth, wt.

What makes for efficiency

Efficiency of a P.T. Teacher:

Health.

Cleanliness.

Alert.

Prompt.

Self-control.

Keen.

Enthusiasm.

Obedient.

Knowledge of work.

Organizing ability.

Discipline.



## Teacher Efficiency.

### A. Teaching.

Attention to individual needs.  
Discipline.  
Teaching techniques.

### B. Organization.

Ability to organize.  
Daily preparation.  
Economy of Time.

### C. Knowledge.

of subject matter.

### D. Personal.

Attitude toward work.  
Efficiency in making reports.  
Promptness.  
Use of English  
Voice.  
Costume.



Methods of taking roll or attendance of class- see  
3 kinds of T.E. Teachers.

Teacher - Handling class directly.

Supervisor - helping teacher to teach better.

Administrator.

Supervisor - demonstrating new techniques.

Confering with teachers indiv or in  
group & visiting gyms, classrooms  
etc. Est. standards of achievement.

Williams & Browne - Ch. 2. on personal & generation  
of staff - Ch. 10.



## Teacher -

Training - experience.

@ Kind

@ Recency.

@ Length.

Belong to professional organization.  
provincial } association.  
city }

Attend P.T. meetings.

Read professional books.

Professional ethics.

Teaching load.

Personal Qualifications.

Teaching Efficiency.

Teacher's duties.

Types of leadership.

## Teaching Load -

Serve well 250 pupils a week.

25 classes a week (40 min.)

Counselling periods.

Special corrective ed.

After school play - 10 hr. a week.

## U. W. C. A. - standard. -

Max. hrs. 44 per week.

25 hrs a week.

Day 3 periods - A.M. aft. P.M. Only work 2.

Not more than 3 nights a wk.

Night off not later than 6 o'clock.

## Different Types of Leadership -

159

### (A) Managerial Leadership -

1. Act according to C's capacity & needs

2. Full use of opportunities for guidance & help